



STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

Accessibility Plan

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Signed by Head Teacher	Y- AIR
Signed by Chair of Committee	Y- SCA

CHANGES TO THIS EDITION

Not applicable.

Stocksbridge High School – Accessibility Plan

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Stocksbridge High School – Accessibility Plan

1. Purpose

- 1.1 Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - Increase the extent to which disabled students can participate in the curriculum.
 - Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
 - Improve the availability of accessible information to disabled students.
- 1.2 Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- 1.3 We are committed to welcoming all students and will make the adjustments when necessary and where possible to enable students to access a broad and balanced curriculum, participate in enrichment activities and access social time.
- 1.4 We believe that *'there is nothing more unequal than the equal treatment of unequal people'* (Thomas Jefferson), and that some students may need to be treated differently in order to succeed. The school's own systems, policies and procedures should not in themselves act as barriers to students' achievement, engagement and success. Where this is the case, reasonable adjustments are made as appropriate.
- 1.5 The plan will be made available online on the school website and paper copies are available upon request.
- 1.6 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.7 The school supports any available partnerships to develop and implement the plan.
- 1.8 Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and Guidance

- 2.1 This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).
- 2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.
- 2.3 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.4 Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice (include established practice and under development)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment.</p>	<p>Through liaison at transition: The Phase Manager, SENDCO and Teaching Assistants work closely with our feeder and other primary schools. Access requirements are documented in order for us to plan accordingly and where necessary practice these before the student arrives. Additional visits and meetings are organised to allow additional transition to occur and accessibility and provision to be planned.</p> <p>The environment is adapted to the needs of students as required. This includes; - ramps, lifts, corridor width, accessible parking bays, accessibility toilets and change facilities.</p>	<p>Produce PEEPS for specific students. TAs informed of which students they are responsible for in an emergency situation and this is documented within the fire evacuation plan.</p> <p>Staff are continually informed of all students with mobility issues and to create suitable adjustments to meet their need.</p> <p>Evacuation chairs are in place and have been trailed by appropriately training staff.</p> <p>Personalised equipment is purchased and utilised under the advice of specialists (e.g. occupational therapists). This may include things such as foot blocks, adjustable seating/tables, writing slopes etc. Where necessary training for use of specialist equipment is provided.</p>	<p>SENDCO, Business Support Manager</p> <p>SENDCO, Business Support Manager</p> <p>Business Support Manager</p> <p>SENDCO, Business Support Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Identified students are aware of their PEEP.</p> <p>Completed PEEPs in place for all identified students.</p> <p>Students are able to access all areas of the school and all aspects of each lesson.</p>

Aim	Current good practice (include established practice and under development)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability.	There is a qualified and experienced SENDCO in school who oversees SEND provision and programs.	Teaching staff receive a variety of training as necessary and appropriate.	Assistant Head for Teaching and Learning and SENDCO	Ongoing	Students making expected or better progress.
	The school has a flexible approach to adaptations required and will address any needs case by case.	Members of the SEND department also receive regular ongoing training in the support of pupils within and outside the classroom.	Assistant Head for Teaching and Learning, Subject Leaders and SENDCO	Ongoing	Learning Walks ensure this is embedded in lessons.
	A variety of small group and individual intervention work takes place around issues such as fine and gross motor skills programs developed in liaison with outside agencies.	All new staff receive SEND training as part of their introduction to the school.	Assistant Head for Teaching and Learning, Subject Leaders and SENDCO	Ongoing	Staff are confident at using suggested strategies.
	Classroom teachers make adjustments using Quality First Teaching strategies to remove any barriers to learning. Barriers to learning include reducing copying, allowing extra time and changing the environment/seating etc.	Staff receive regularly updated information and person-centered strategies electronically. These are working documents. This information is forwarded and amended during transition periods.	Assistant Head for Teaching and Learning, Subject Leaders and SENDCO	Ongoing	Students benefit from an adapted delivery of curriculum appropriate to needs.

Aim	Current good practice (include established practice and under development)	Action to be taken	Person responsible	Date to complete actions by	Success criteria
	<p>All staff receive professional development around SEND needs and have up to date information that is easy to access. Strategies are regularly shared to enable teachers to adapt their teaching/learning environment to ensure access for all.</p> <p>There are currently staff specifically trained in administration of medicines and feeding.</p> <p>Alternative methods of recording are offered on a case by case basis.</p>	<p>The Teaching and Learning team and SENDCO deliver training/ updates regularly through Teaching and Learning Briefings.</p> <p>To ensure training is kept up to date and health care plans are regularly reviewed/ information shared.</p> <p>The school actively takes part in Locality SEND training.</p>	<p>Assistant Head for Teaching and Learning, Subject Leaders and SENDCO</p> <p>Medicines-Business Support Manager. Health Care Plans-Pastoral Team.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Learning Walks ensure this is embedded in lessons.</p> <p>Students receive medicines as needed and procedures are followed.</p>
To identify needs and participation for students with a disability.	Ensuring all students can physically access all learning environments and learning tasks to ensure they can make progress. Where progress is not happening, this is investigated by the SENDCO and new measures introduced if appropriate.	Phase Leaders are responsible for monitoring the progress of all students within their year group/s, this is overseen by the SENDCO additionally monitors progress following each data collection point and meets with the Assistant Head in charge of Progress and Achievement to discuss actions.	Assistant Head in charge of Progress and Achievement/ SENDCO	Ongoing	<p>Students making expected or better progress.</p> <p>Learning Walks ensure this is embedded in lessons.</p>

4. Monitoring Arrangements

This document will be reviewed every three years however may be reviewed and updated more frequently if necessary.

This policy will be approved by the Local Governing Body.

5. Links with other Policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND information report)
- Supporting students with medical conditions policy
- Behaviour Management policy
- School prospectus and vision statement

Appendix 1: Accessibility Audit

Feature	Description	RAG Rating			Actions to be taken	Person responsible	Date to complete actions by
		Red	Amber	Green			
Number of storeys	The building consists of two blocks – North and South. North Block has two floors – ground and lower ground. The ground floor is a classroom and office environment. The lower ground is a classroom, office and storage environment. South Block has two floors – ground and first floor. The first floor is a classroom and office environment. The ground floor is a classroom, office and canteen/kitchen environment. There are three standalone buildings – all at ground level.				N/A	Business Support Manager (BSM)	N/A
Corridor access	The school accommodates up to 900 students, 88 staff, corridor access and egress is suitable for accessibility.				N/A	BSM	N/A
Lifts	The school has one lift located in South Block, providing access to the first floor.				N/A	BSM	N/A
Parking bays	Disabled parking bays are located in both the staff car park and visitor car park.				N/A	BSM	N/A

Feature	Description	RAG Rating			Actions to be taken	Person responsible	Date to complete actions by
		Red	Amber	Green			
Entrances	Buildings on the school site are all accessible via ramps where necessary.				N/A	BSM	N/A
Ramps	See above.				N/A	BSM	N/A
WCs and changing facilities	Accessible WCs are available on the ground and first floors.				N/A	BSM	N/A
Reception area	Reception is accessible via a ramp.				N/A	BSM	N/A
Internal signage	Internal signage shows escape routes and is reviewed as part of the Fire Risk Assessment. In addition, accessible toilets are clearly marked.				N/A	BSM	N/A
Emergency escape routes	Internal signage shows escape routes and is reviewed as part of the Fire Risk Assessment.				N/A	BSM	N/A
Furniture and equipment	Furniture and equipment is selected, adjusted and located appropriately. The school will work with Occupational Health therapists/external consultants and parents/carers to agree a plan that meets individual needs for furniture and equipment.				N/A	SENDSCO and BSM	N/A

Feature	Description	RAG Rating			Actions to be taken	Person responsible	Date to complete actions by
		Red	Amber	Green			
Emergency evacuation	A Personal Emergency Evacuation Plan (PEEP) will be put in place, the plan is bespoke to each individual. Refuge points are clearly marked in school and evac chairs are available for every stairwell.				N/A	SENDCO, Pastoral Managers and BSM	N/A
Movement/access in classrooms	Seating plans are used to ensure students with disabilities are seated appropriately.				N/A	SENDCO and Classroom Teacher	N/A
External steps	External steps have contrasting colour edging.				N/A	BSM	N/A
Ramps	Handrails are in place for external ramps.				N/A	BSM	N/A
Wheelchair movement in school	It is possible for a wheelchair user to move through school unaided.				N/A	BSM	N/A
Doorways	All internal doors allow a wheelchair user to get through unaided.				N/A	BSM	N/A